

Clements Primary Academy

Teaching, Learning and Curriculum Policy

September 2020

Core Values:

- **READY** for learning
- **RESPECTFUL** to our school and community
- **SAFE** at all times

At Clements Primary School we aim to create a stimulating learning environment in which children and teachers feel secure and cared for and in which they can achieve their full potential.

We have high expectations and will provide opportunities for all pupils to achieve, including boys and girls, pupils with special educational needs, high attaining pupils, pupils with disabilities, pupils from all social and cultural backgrounds and pupils of different ethnic groups.

We have respect for each other. Teaching staff work as a team and will be appreciated for their professionalism and expertise. They will be given opportunities to develop to their full potential and encouraged to keep themselves up to date with initiatives both generally and associated with their co-ordinators role.

Our Learning environments:

- Children feel **SAFE** and have a calm area to support self-regulation.
- Are **INCLUSIVE** to all children (Use strategies to support the needs of learners ie fiddle toys)
- The learning and achievement of all pupils is reflected.
- Children's work is valued and where the best examples are displayed.
- Children and staff are proud of their achievements
- The contribution of all pupils is valued.
- All pupils feel secure and confident enough to contribute.
- All pupils learn to appreciate and view positively, differences in others, whether rising through race, gender and disability.
- Pupils take responsibility for their own actions.
- Bullying is not tolerated.
- Stereotypical views are challenged.
- Children and staff are expected to give their best.
- Pupils are expected to achieve high standards in all areas - academic and behaviour.
- Classrooms are organised and tidy.

Enable excellent progress in learning and achievement through:

- Quality first teaching.
- Use challenges to allow pupils choice in their learning.
- Planning work, which is appropriate to the children's ability and needs, and which is challenging and interesting.
- Monitoring progress and using a comprehensive system of assessment so that the child's progress is appropriate to their ability.
- Ensuring that all subject areas are covered and that a broad and balanced curriculum is provided.
- Ensuring that appropriate time is spent on all curriculum areas.

Enable the children to be part of the learning process through:

- Regular feedback both oral and written.
- Feeding back to the child when assessments have been done so that the child understands what they need to concentrate on.
- Use an effective system of marking which ensures that children know their next steps and are given time to improve their work.
- Uses opportunities to use children's work as examples of good practice.

Ensuring that children are working to their full potential:

- By having high expectations.
- By knowing the ability of the children and of what they are capable.
- By ongoing assessment, which enables the teacher to know what the child has learnt and therefore what, is needed next.
- By using assessment to inform planning. Whole class assessment sheets for SFA and Foundation Subjects are used.
- By establishing a high standard of presentation.
- By establishing good working ethos and atmosphere throughout the school.

Ensuring that all staff are current in their knowledge and are given opportunities for their own personal development:

- By setting performance management targets and reviewing them termly.
- Regular monitoring of staff performance to support improvement through Learning Walks, pupils work and pupil book study.
- By giving opportunities for in-service training both during the day and on twilight courses.
- By ensuring that teachers attend courses and Trust meetings to keep up to date.
- By ensuring that co-ordinators are able to work with staff both formally and informally and that enough time is allotted for this to take place.
- By ensuring that staff are given time to observe good practice in Clements and other schools.
- By inviting advisers into school to work with staff and children.
- By ensuring that staff are trained and knowledgeable in any new initiatives.

Curriculum

Our curriculum aims to support pupils who attend our school by:

- Widening their KNOWLEDGE of the WORLD
- Increasing their subject VOCABULARY
- Developing their CURIOSITY
- Developing positive RELATIONSHIPS

Our curriculum has been redesigned and will be implemented from January 2020. Our Curriculum coverage runs a 2 year rolling programme in Key Stage 1 and a yearly programme for Key Stage 2. This ensures that all subject knowledge is covered.

Our new curriculum has been planned to be cumulative and revisited. The principles of our curriculum have been designed based on retrieval and spaced practice. This enables us to make the most of opportunities for children's learning to be repeated, embedded and secured through each subject.

Through our curriculum we aim to instil our 3 core values: Ready, Respectful, Safe. Alongside this is our Success for All Cooperative Learning Standards:

- Everyone participates
- Active listening
- Help and encourage each other
- Explaining ideas and telling why
- Completion of tasks

In addition to the above, children of all ages are offered plentiful enrichment opportunities including extra-curricular clubs, special themed days and educational visits.

English (including the teaching of phonics and early reading)	We follow an approach called <i>Success For All</i> , children in KS1 and KS2 are grouped according to their reading ability. Assessments take place every 8 weeks to ensure that all children are working at their optimum level. Using this approach, children are exposed to a wide range of fiction, non-fiction and poetry which are used as the basis for writing stimuli. Phonics is taught synthetically and systematically using the Kinder Roots and Roots elements of the programme.
Maths	Daily maths lessons are taught using Maths Mastery.
Science	Science is taught in blocks.
PSHE	PSHE is taught four times a week using Paths and activities informed by the 'motional' assessment tool.
Geography	Geography is taught in blocks supported by curriculum visions.
History	History is taught in blocks supported by curriculum visions.
Music	Music is taught in blocks following the Charanga Scheme. Children in year 3 are taught percussion by a peripatetic teacher from County Music Service.
Art/DT	Art and DT are both taught in blocks following Kapow.
Computing	Computing is taught in blocks following Kapow.

PE Weekly PE lessons are taught by class teachers or coaches from Dellar Sports using PE hub. Year 4 and 5 have weekly swimming lessons at Haverhill Leisure Centre in the spring and summer terms.

RE We follow the Suffolk Agreed Syllabus for RE using the Emmanuel Project. Staff teach RE weekly.

Languages Children in KS2 learn French. This is taught in blocks using Salut.

Ultimately, our curriculum aims to provide stimulating and exciting learning experiences which develop core skills and offer opportunities for excellence and enjoyment. Our curriculum also aims to promote the British values of democracy, law, individual liberty, mutual respect and tolerance of others from all backgrounds, faiths and beliefs.

The curriculum is lead by the Deputy Head Teacher, Mrs Vicky Jennings, and the Trust Primary Curriculum Lead, Alex Bedford.

Long Term Plan

Curriculum Map

Year 1

Year A


2020 - 2021

Autumn 2020		Spring 2021		Summer 2021	
4.5h	School planned introduction expectations / behaviour	4/1	6h Science Continue to introduce and revisit / builds on Animals including humans (Y1)	12/4	4.5h Art & Design Revisit and apply Collage Kapow Y1
1.5h	Design and Technology Introduce Mechanisms - Making a moving story book. Kapow Y1	11/1	3h R.E.	15/4	1.5h Science Introduce Materials (Y1) Unity Y1
1.5h	Science Introduce Seasonal changes / daily weather	18/1	4.5h Design and Technology Introduce Structures Constructing a windmill Kapow Y1	26/4	1.5h R.E.
3h	Art & Design Introduce Art skills Formal elements - shape, line and colour Kapow Y1	25/1	1.5h History Introduce Lives of significant individuals David Attenborough and Mary Anning Unity Y1	3/5	4.5h Computing Introduce Data Kapow Y1
3h	R.E.			10/5	1.5h Design and Technology Introduce Mechanisms: Wheels and axles
4.5h	Science Introduce Plants (Y1) Unity Y1	1/2	1.5h Art & Design Revisit Art skills	17/5	3h Music-Summer 1 (Your imagination)
1.5h	History Introduce Changes within living memory Unity Y1	8/2	4.5h Music-Spring 1 (In the groove)	24/5	1.5h Geography Builds on UK countries / continents Introduce Location of hot and cold climates in relation to the Equator Unity Y1
6h	Flexible session	15/2	1.5h Flexible session	31/5	4.5h Flexible session
1.5h	Music-Aut 1 (Hey You)		Half term		
4.5h	Science Continue Plants (Y1)	22/2	NEW Flexible block for revisiting and retrieval		Half term
1.5h	Flexible session				
	Half term	1/3	4.5h Design and Technology Introduce Food technology Kapow Y1	7/6	4.5h Design and Technology Introduce Textiles Puppets Kapow Y1
4.5h	Computing Introduce 'Getting started'	8/3	1.5h Art Introduce Sculpture and Collage Kapow Y1	14/6	1.5h History Build on lives of significant individuals Introduce more lives of significant individuals Unity Y1
1.5h	Geography Introduce Name / locate UK and countries / capital cities Geography meeting Unity Y1	15/3	3h Science Revisit and retrieve Animals, including Humans Unity Y1	21/6	3h R.E.
6h		22/3	1.5h R.E.	28/6	4.5h Science Revisit and retrieve Plants, Animals including Humans Unity Y1 Science Seasonal changes / daily weather
1.5h			1.5h Music-Spring 2 (Round and round)		1.5h Music-Summer 2 (Reflect, rewind and reply)
4.5h	R.E.		4.5h Computing Revisit Programming Introduce algorithms Kapow Y1	5/7	4.5h Computing Build on programming Introduce Rocket to the moon - Debugging and sequencing. Y1
4.5h	Art Introduce Art and Design Skills Drawing, painting, craft and art appreciation Kapow Y1	29/3	Easter break	12/7	4.5h Art Introduce landscapes and different media Kapow Seaside Y1
1.5h	Computing Introduce Programming Kapow Y1			19/7	1.5h Flexible session
3h	Music-Autumn 2 (Rhythm in the way we walk and banana rap)				Break up for summer 20/7
1.5h	Science Revisit and retrieve Plants Y1 Unity Y1				
1.5h	History Revisit and retrieve changes within living memory Unity Y1				
3h	Flexible block for revisiting and retrieval				
	Christmas break				



2020		Spring 2021		Summer 2021	
6h	Art Builds on human form Introduce skills design, drawing, craft, painting and art appreciation Kapow Y3	4/1 7h	Geography Builds on map skills, fieldwork, name of countries / capitals of UK Introduce UK study Unity Y3	12/4 7h	History Builds on Iron Age Introduce Rome and the Impact on Britain – Roman invasion. History Introduce Celt / Roman resistance and battle lines
1h	Computing Introduce e-safety and email Kapow Y3	11/1 5h 2h t		19/4 7h	
5h	Science Builds on materials Y2 Introduce Rocks Unity Y3	18/1 4h	Art Introduce Formal Elements	26/4 4h	History Introduce Romanisation of Britain and decline of Roman Empire R.E.-(A)-Beliefs in Action in the World-Christianity
7h		25/1 6h	Science Builds on properties of materials Introduce Forces and magnets	3/5 6h	Design and Technology Builds on Y2 construction Introduce construction (Colchester castle) Kapow Y3
3h		1h	R.E.-(A)-Religion and the Individual-Hinduism	1h	Languages Salut Core 2 Countries Intercultural understanding: Introduce/ map countries L4 Countries.
4h	Languages Salut Core 1 Introduce greetings/ Introductions L 1 and 2.	1/2 6h	Languages Salut Core 2 Introduce/apply sound-spelling links L1 Introduce/ apply colour adj L2 Colours.	10/5 5h	
2h		1h	Music 3 -Spring 1 (Three little birds)	2h	Music 5-Summer 1-(Bringing it together)
5h	R.E.-(A)-Religion and the Individual-Christianity	8/2 1h	Design and Technology Introduce Y3 electrical systems (static electricity) Kapow Y3	17/5 1h	Computing Builds on Programming Introduce Scratch Kapow Y3
6h	Science Builds on animals, including humans and living things Introduce Animals, including humans	15/2	Half Term	24/5 NEW	Flexible block for revisiting and retrieval (e.g. Science, History Geography)
1h	History Introduce Stone Age Unity Y3	22/2 6h Sci	Science Continue Forces and magnets Unity Y3	31/5	Half term
5h	Art Introduce Prehistoric art Kapow Y3	1h	Design Technology Builds on mechanisms Introduce mechanisms –Pneumatic toy	7/6 7h	Science Builds on Plants Introduce Y3 Plants Unity Y3
2h	Music 1-Autumn 1 (Let your spirit fly)	15/3 6h	Science Builds on properties of materials Introduce Light	14/6 5h	Art and Design Craft Materials: tie-dye, weave and sew Kapow Y3
	Half Term	3h	Music 4-Spring 1 (Three little birds)	2h	Computing Builds on e-safety Introduce Networks and info share Kapow Y3
7h	History Introduce Bronze Age Unity Y3 Introduce Iron Age Compare Stone, Bronze and Iron Ages Unity Y3	22/3 NEW	Flexible block for revisiting and retrieval (e.g. Science or Geography retrieval) MUSIC-Spring 2-The dragon song R.E.-(A)-Symbols and Religious Expression-Christianity	21/6 4h	Design Technology Builds on healthy diet Y2 Introduce Eating seasonally Kapow Y3
5h		1h		3h	R.E.-(A)-Revisiting Judaism
2h	Music 1 continued-Autumn 1 (Let your spirit fly)	29/3	Easter break	5/7 2h	Geography Revisit and retrieve physical / human features and UK study Music 6-Summer 2-(Reflect, rewind and replay)
6h	Geography Fieldwork to record human and physical features Unity Y3			12/7 4h	
1h	Languages Salut Core 1 Revisit/retrieve key vocabulary from L1-4: greetings/introductions/numbers to 10.			3h	
5h	Music 2-Autumn 2 (Glockenspiel 1)			19/7	Break up for summer 20/7
2h					
2h	R.E.(A)-Religion and the Individual-Islam				
5h	Computing Builds on - What's a computer? Introduce journey inside a computer. Kapow Y3				
6h	Music 2 continued-Autumn 2 (Glockenspiel 1)				
1h					
	7h Flexible block for revisiting and retrieval (e.g. Science: Revisit & retrieve Rocks Unity Y3)				
	Christmas break				

Autumn 2020		Spring 2021		Summer 2021			
6h	Art and Design Builds on texture and pattern Introduce formal elements Kapow Y4	4/1	6h	Art and Design Every Picture Tells a Story Analysing famous artists' work Kapow Y4	12/4	6h	Geography Builds on Rivers Elaborates on Rivers: Nile and Amazon
1h	Science Builds on Living things		1h	Science Builds on Animals incl. humans (nutrition) Introduce Animals, including humans - human digestion		1h	History Builds on Bronze Age Achievements of Ancient Egyptians Introduce people, place and kingdoms
7h	Introduce Habitats Unity Y4	11/1	7h	Introduce Animals, including humans - teeth and functions Unity Y4	19/4	7h	Introduce old, middle, new, Greek and Romanised kingdoms and their achievements Introduce archaeologists and Tutankhamun Unity Y4
4h		18/1	4h	Design and Technology Builds on mechanisms Introduce J – slingshot car Kapow Y4	26/4	7h	
3h	R.E.-(A)-Religion and the Individual-Christianity		3h		3/5	3h	
6h	Design and Technology Builds on seasonal food Introduce adapting a recipe Kapow Y4	25/1	3h			4h	R.E.-(A)-Beliefs in Action in the World-Christianity
1h	History Builds on Roman departure		4h	R.E.-(A)-Religion and the Individual-Hinduism			
7h	Introduce people and places - Anglo-Saxons Kingdoms and way of life Introduce Vikings, invasions and struggle for England – 1066	1/2	6h	Science Builds on teeth and functions Introduce Animals, including humans - food chains, producer, predators and prey Unity Y4	10/5	6h	Languages B: Food Apply pronunciation-IWB Phonics alphabet lesson. IWB More Phonics lesson.
			1h	Languages A: Animals Introduce/apply sound-spelling links L1 and 2. Revisit/retrieve colour adjectives Salut Core unit 3 L2.		1h	Music-Summer 1 (Blackbird)
7h		8/2	5h		17/5	2h	
			2h	Music-Spring 1 (Stop)		5h	Science Builds on water cycle Introduce States of matter Unity Y4
3h		15/2		Half term	24/5	7h	
4h	Music-Autumn 1 (Mamma Mia)						
6h	Languages Salut Core unit 3 Introduce/apply parts of body L1 and 2.	22/2	2h	Music-Spring 1 (Stop)	31/5		Half Term
1h	R.E.-(A)-Religion and the Individual-Christianity		5h	Geography Builds on UK study Introduce Latitude and Longitude Identify World countries including Egypt or Greece Unity Y4	7/6		Flexible block for revisiting and retrieval (Possible RE MUSIC or Science)
	Half term	1/3	7h		NEW		
6h	Design Technology Introduce Torches	8/3		Flexible block for revisiting and retrieval (Possible RE MUSIC or Science) Music-Spring 2 (Lean on me) Symbols and Religious Expressions-Christianity	14/6	6h	Design and Technology Builds on structures Introduce pavilions
1h	Geography Builds on physical geography Introduce Rivers					1h	Art and Design Builds on famous artists Introduce Sculpture - working with recycled materials
5h		15/3	6h	Computing Introduce How the internet works	21/6	5h	
2h	Languages Salut Core 3 Revisit/retrieve numbers 1-31 Salut Core 2 L3 and Core 3 L3. Introduce/ apply sound-spelling links L5 Months.		1h	R.E.-(A)-Symbols and Religious Expressions		2h	R.E.(A)-Revisiting Judaism
4h		22/3	6h	Geography Builds on physical geography Introduce water cycle Unity Y4	28/6	6h	Languages C: At school Revisit definite article L2 Rooms.
3h	R.E.(A)-Religion and the Individual-Islam		1h	Music-Spring 2 (Lean on me)		1h	Music-Summer 2 (Reflect, rewind and replay)
6h	Art and Design Introduce Art and Design Skills - design, drawing, craft, painting and appreciation	29/3		Easter break	5/7	1h	
1h	Computing Investigating weather - data Kapow Y4					6h	Science Builds on Light Introduce and investigate sound Unity Y4
5h					12/7	6h	Computing Builds on programming Computational thinking
2h	Science Introduce electricity Unity Y4					1h	Flexible session
4h							Break up for summer 20/7
3h	Music-Autumn 2 (Glockenspiel 2)				19/7		
	Flexible block for revisiting and retrieval Possible RE MUSIC or Science						
	Christmas break						

Year 2020	Spring 2021	Summer 2021
6h Geography Revisit map skills, latitude and longitude Introduce four and six figure grid references	4/1 7h Science Introduce Earth and space Unity Y5	12/4 6h Design and Technology Builds on textiles Introduce stuffed toys textiles Kapow Y5
1h Science Builds on Living things and habitats Introduce Living things and their habitats – life cycles Unity Y5	11/1 5h	19/4 1h Science Builds on materials
7h	2h Computing Introduce Music programming apps Sonic Pi - Kapow Y5	7h Introduce Properties and changes of materials Unity Y5
4h	18/1 4h	26/4 4h
3h Computing Builds on e-safety Introduce Online safety Kapow Y5	3h	3h R.E.-(A) Worship, Pilgrimage and Sacred Places-Christianity
4h R.E.-(A) Teachings and Authority-Christianity	25/1 7h	3/5 6h Art and Design Design for a purpose: Kapow Y5
6h Art and Design Formal Elements: Architecture Colour, line, shape and form	1/2 2h	10/5 3h Musci-Summer 1 (Dancing in the street)
1h	3h R.E.-(A)-Teachings and authority-Hinduism	4h History Builds on Anglo-Saxons Introduce Maya - place, time, people Unity Y5
3h Music-Autumn 1 (Living on a prayer)	8/2 1h	17/5 7h
Flexible block for revisiting and retrieval (Possible MFL, RE, MUSIC, or Science)	6h	7h
6h Design and Technology Builds on seasonal food Introduce what could be healthier?	15/2	24/5 4h
1h Languages G Describing people Revisit colour adjectives; introduce/apply avoir/être with adjectival forms L1 What are you like?	22/2 6h	31/5
5h Flexible block for revisiting and retrieval (Possible MFL, RE, MUSIC, or Science)	1h	Half term
Half term	1/3 5h	7/6 7h Science Builds on forces Introduce Forces gravity, resistance, mechanisms Unity Y5
6h Art and Design Builds on colour line shape and form Introduce skills - design, drawing, craft, painting and art appreciation Kapow Y5	8/3 1h	14/6 5h
1h History Builds on Romans and ancient Egyptians	6h	2h R.(A)-Encountering Buddhism
7h Introduce ancient Greeks place, time, people	15/3 NEW 6h	21/6 6h Design and Technology Builds on slingshot car Introduce and apply mechanical systems – Pop up books
7h	1h	1h Languages On holiday Introduce/apply aller/the negative L1 Where are you going?
3h	22/3 1h	28/6 5h Computing Builds on How the internet works Introduce Research skills and finding accurate information K
4h Computing Builds on programming Introduce Micro:bit Kapow Y5	6h	2h
2h Music-Autumn 2 (Classroom jazz)	29/3	5/7 5h
3h R.E.-(A)-Teachings and Authority-Islam	Easter break	2h Music-Summer 2 (Reflect, rewind and replay)
2h Science Revisit and retrieve Life cycles and reproduction		12/7 NEW
5h Languages H The Body Revisit articles L1 My face Introduce/apply verbs present tense		Flexible block for residential / retrieval module (Possible MFL) K Eating out - Revisit asking questions/making requests/indef ordering a drink.
1h		19/7
6h		Break up for summer 20/7
Christmas break		

Year 2020	Spring 2021	Summer 2021
7h History Introduce Local history study (school planned) or study Windrush migration Learning Module	4/1 7h Science Builds on main body parts and organs 11/1 Introduce Circulatory system , heart, blood and vessels...diet, nutrient and water distribution 7h	12/4 6h Art Builds on portraits Introduce Photography & photomontage 1h Science Builds on rocks and fossils 19/4 7h Introduce Evolution, change and adaption . Unity Y6
2h Science Builds on Living things & habitats Introduce Living things and their habitats – classification	18/1 4h R.E.-(A) Teachings and Authority-Hinduism 3h	26/4 4h R.E.-(A)-Worship, Pilgrimage and Sacred Places-Christianity 3h
3h R.E.-(A) Teachings and Authority-Christianity	25/1 6h Languages Builds / apply conversation skills L2 Where in France? Q: In France Intercultural understanding. 1h Computing Introduce Big Data 1	3/5 6h Design Technology Builds on textiles Introduce stitches and design for a waistcoat 1h Music-Summer 1 (Happy)
6h Art and Design Builds on Y5 skills Introduce Art and Design Skills design, drawing, craft, painting and appreciation 1h Design Technology Builds on Pop up books Introduce Mechanical systems: Automata toys	1/2 5h Music-Spring 1 (A New Year's Carol) 2h 8/2 1h Flexible block for revisiting and retrieval (Possible MFL, RE, MUSIC, or Science) NEW 6h 15/2 Half term	10/5 SATS week? 17/5 7h History Introduce Chronological knowledge beyond 1066 Study five significant monarchs 5h Music-Summer 1 (Happy) 2h
5h Music-Autumn 1 (Happy) 2h Flexible block for revisiting and retrieval (Possible MFL) MFL L Hobbies Revisit opinions; plural of nouns. Introduce irregular plurals	22/2 7h Geography Builds on countries of Europe and the world Introduce comparison study UK Europe N or S America Unity Y6 1/3 5h Half Term 2h Music-Spring 2 (You've got a friend)	31/5 Half term 7/6 6h Geography Builds on geography comparison study Introduce Settlements and relationships between economic and natural resources Unity Y6 1h R.E.-(A) Encountering Buddhism Flexible block for revisiting and retrieval (Possible MFL, RE, MUSIC, or Science)
7h Geography Builds on countries of Europe and the world Introduce comparison study UK Europe N or S America	8/3 6h Languages S: A weekend with friends Revisit making requests L1 What would you like to do? 1h Art and Design Builds on drawing skills Introduce Still Life Example theme: Memory Box 15/3 6h R.E.-(A) Teaching and Authority-Islam 1h Science Builds on Y3 light Introduce phenomena of light 22/3 1h R.E.-(A) Revisiting Judaism 6h Science Builds on Y4 electricity Introduce Advanced circuits Unity Y6	14/6 2h NEW 5h Flexible block for revisiting and retrieval (Possible MFL, RE, MUSIC, or Science) 21/6 6h Languages T: The future Revisit/apply future tense: Grammar Unit / 'The Future Tense' (under 'Verbs'). L1 I'm going to Science Builds on diet exercise Introduce nutrients and water transported in animals, including plants Unity Y6 1h Music-Summer 2 (Reflect, rewind and replay) 2h
6h Computing Builds on programming Introduction to Python Kapow Y6 1h Art Introduce Make my voice heard	29/3 Easter break	5/7 1h Computing Revisit and retrieve Bletchley Park Introduce Bletchley Park 1 6h 12/7 6h Design Technology Builds on science Electrical systems Introduce steady hand game 1h Flexible session
5h Music-Autumn 1 (Happy)		19/7 Break up for summer 20/7
6h Design and Technology Builds on food Introduce menus - come dine with me 1h Music-Autumn 2 (Classroom jazz 2)		
1h Music-Autumn 2 (Classroom jazz 2)		
6h Languages R: Family Introduce/ apply possessive adjectives L1 My family.		
Christmas break		

Teaching and Learning Minimum Expectations

Planning Expectations

All lessons must have:

- Planning before teaching
- SFA plans and Maths Mastery Plans must be adapted to meet the needs of the children.
- Plans must include LO, differentiation when appropriate, challenge for all and support for SEN pupils
- Teaching content needs to be explicit either whole class/group/individual
- TA's should be planned for and TA's receive planning prior to the lesson
- Learning needs to be linked to the study/cross curricular/real life where possible
- History, Geography and Science planning must include Knowledge Organisers, Knowledge Notes and Quizzes
- Plans need to be annotated to inform future learning

Lessons Expectations

- Co-operative Learning strategies should be evident in all lessons
- LO displayed for the children and referred to during the lesson
- High expectations on learning behaviours and engagement
- Modelling should take place frequently showing the learning process including editing therefore encouraging children to make mistakes and learn from them
- TAs should be used effectively. They should know the LO and their role within the lesson.
- All pupils should have sustained periods of engagement
- Teachers need to teach the whole lesson either whole class, group or individual

Marking and Feedback Expectations

- Where possible verbal feedback is used through the lesson
- Children respond to all feedback in a different colour pen
- Regular pupil responses to feedback evident in written work
- When necessary for Maths, English and Science feedback is responded to after the lesson.
- All written work seen and acknowledged by adults
- Marking symbols used at an age appropriate level



Presentation and Handwriting

- High expectations for presentation at all times
- Date, Title or LO all underlined with pencil and ruler (DUMTUM)
- The school uses Penpals handwriting scheme
- Pupils to be encouraged to write joined from Y2 onwards
- All adults to model joined writing
- All sheets must be trimmed and stuck in
- Maths work completed in pencil with one digit per square
- Limit the use of rubbers and expect a line through mistakes
- All lines drawn with a pencil and ruler

Assessment

- Regular opportunities for children to self and peer assess should be given

English

- Ongoing formative assessment
- Weekly Reading and Writing whole group assessment sheets
- Roots assessments every 8 weeks
- Half termly update of Writing Assessment Sheets to inform teaching
- PiXL Tests used Termly.

Maths

- Ongoing formative assessment
- Weekly arithmetic tests in Upper Key Stage 2
- PiXL tests termly.

Science

- Scientific enquiries and assessment spreadsheets.
- Low stakes quizzes

Classrooms

- Displays must be engaging and well presented
- Displays reflect current learning
- Displays there to support children's learning
- Children's work must be named and dated
- A balance of curriculum areas
- Values must be displayed
- A recognition board to promote positive behaviour
- All resources labelled and accessible to children
- An organised and tidy working environment
- Washing line to hang literacy models and vocabulary

Display

Displays have many purposes for example to focus attention, to stimulate, to 'show off', interactive, etc. Displays should help to promote the children's learning and encourage their understanding of a subject.

- A display should be labelled clearly to express the learning that is being undertaken or shown off.
- Borders and backing should be renewed as and when needed with the aid of teaching assistants. It is advised to back the board with a suitable colour and then border the edge.
- Children's work should be presented with care and consideration to their purpose. How it is mounted is based on the teachers or the child's discretion.
- School display boards should be changed termly and replaced with work relating to the appropriate learning. Classroom displays are changed according to topics and how the class teacher is using them
- Everyone has a responsibility (staff and pupils) to ensure all displays are looking their best at all times and should correct or repair any damage done immediately when they see it.